

English Language Arts Gap Analysis—Grade: 4

| Grade: 4 | Content* reflected in this standard addressed in the curriculum (<i>Cite evidence</i>) | Classify alignment | Content* that needs to be added to curriculum to achieve alignment | Degree to which curriculum requires students to achieve cognitive demands* required by this standard | Changes required to guarantee students will achieve the required cognitive demands* |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| READING STANDARDS FOR LITERATURE | | | | | |
| Key Ideas and Details | | | | | |
| 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not | |
| 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. Include texts by and about American Indians. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partial <input type="checkbox"/> Does not | |
| 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not | |
| Craft and Structure | | | | | |
| 4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not | |

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| 5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, stage directions) when writing or speaking about a text. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not | |
| 6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. Includes works by and about American Indians. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not | |
| Integration of Knowledge and Ideas | | | | | |
| 7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| 8. (Not applicable to literature) | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |

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| 9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures, including those by and about American Indians. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| Range of Reading and Text Complexity | | | | | |
| 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |

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| READING STANDARDS FOR INFORMATIONAL TEXT | | | | | |
| Key Ideas and Details | | | | | |
| 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| 3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. Include texts by and about Montana American Indians. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| Craft and Structure | | | | | |
| 4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| 5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |

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| 6. Compare and contrast a firsthand and secondhand account of the same event or topic including those of American Indians; describe the differences in focus and the information provided. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| Integration of Knowledge and Ideas | | | | | |
| 7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| 8. Explain how an author uses reasons and evidence to support particular points in a text. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |



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| Range of Reading and Text Complexity | | | | | |
| 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as necessary at the high end of the range. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |

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| READING STANDARDS: FOUNDATIONAL SKILLS (K-5) | | | | | |
| Print Concepts | | | | | |
| 1. N/A | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| Phonological Awareness | | | | | |
| 2. N/A | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| Phonics and Word Recognition | | | | | |
| 3. Know and apply grade-level phonics and word analysis skills in decoding words. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| Fluency | | | | | |
| 4. Read with sufficient accuracy and fluency to support comprehension. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |



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| a. Read grade-level text with purpose and understanding. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |

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| WRITING STANDARDS | | | | | |
| Text Types and Purposes | | | | | |
| 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| b. Provide reasons that are supported by facts and details. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| d. Provide a concluding statement or section related to the opinion presented. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |

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| a. Introduce a topic clearly and group-related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| d. Use precise language and domain-specific vocabulary to inform about or explain the topic. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| e. Provide a concluding statement or section related to the information or explanation presented. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |

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| 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| c. Use a variety of transitional words and phrases to manage the sequence of events. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| d. Use concrete words and phrases and sensory details to convey experiences and events precisely. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| e. Provide a conclusion that follows from the narrated experiences or events. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |

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| Production and Distribution of Writing | | | | | |
| 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| Research to Build and Present Knowledge | | | | | |
| 7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. Includes sources and/or topics by and about American Indians. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |

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| 8. Recall relevant information from experiences or gather relevant information from oral, print and digital sources; take notes and categorize information, and provide a list of sources. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |



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| Range of Writing | | | | | |
| 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |

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| SPEAKING AND LISTENING STANDARDS | | | | | |
| Comprehension and Collaboration | | | | | |
| 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| b. Follow agreed-upon rules for discussions and carry out assigned roles. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |

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| d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| 2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| 3. Identify the reasons and evidence a speaker provides to support particular points. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| Presentation of Knowledge and Ideas | | | | | |
| 4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Include sources by and about American Indians. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| 5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |

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| 6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |

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| Convention of Standard English | | | | | |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |

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|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| e. Form and use prepositional phrases. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| g. Correctly use frequently confused words (e.g., to, too, two; there, their).* | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| a. Use correct capitalization. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| b. Use commas and quotation marks to mark direct speech and quotations from a text. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| c. Use a comma before a coordinating conjunction in a compound sentence. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |

English Language Arts Gap Analysis—Grade: 4

| Grade: 4 | Content* reflected in this standard addressed in the curriculum (<i>Cite evidence</i>) | Classify alignment | Content* that needs to be added to curriculum to achieve alignment | Degree to which curriculum requires students to achieve cognitive demands* required by this standard | Changes required to guarantee students will achieve the required cognitive demands* |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| d. Spell grade-appropriate words correctly, consulting references as needed. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| Knowledge of Language | | | | | |
| 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| a. Choose words and phrases to convey ideas precisely.* | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| b. Choose punctuation for effect.* | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| Vocabulary Acquisition and Use | | | | | |
| 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> | | <p><input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No</p> <p><input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No</p> <p><input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No</p> | | <p><input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not</p> <p><input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not</p> <p><input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not</p> | |
| <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> | | <p><input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No</p> <p><input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No</p> | | <p><input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not</p> <p><input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not</p> | |

English Language Arts Gap Analysis—Grade: 4

| Grade: 4 | Content* reflected in this standard addressed in the curriculum (<i>Cite evidence</i>) | Classify alignment | Content* that needs to be added to curriculum to achieve alignment | Degree to which curriculum requires students to achieve cognitive demands* required by this standard | Changes required to guarantee students will achieve the required cognitive demands* |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| b. Recognize and explain the meaning of common idioms, adages, and proverbs. | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |
| 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). | | <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No | | <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not | |